



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED  
TEXAS EDUCATION AGENCY  
DOCUMENT CONTROL CENTER  
NOV 13 PM 12:07

Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3: January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

**Applicant Information**

Organization Texas A&M University-Corpus Christi CDN Vendor ID ESC DUNS 095100152

Address 6300 Ocean Drive City Corpus Christi ZIP 78412 Phone 361-825-3882

Primary Contact Dr. Faye Bruun Email faye.bruun@tamucc.edu Phone 361-825-2417

Secondary Contact Dr. Carmen Tejeda-Delgad Email carmen.tejeda-delgado@tamucc.edu Phone 361-825-2860

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input type="checkbox"/> Lobbying Certification                                 |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Dr. Marya Hough Title Dir, Off of Sponsored Research Administrat

Email mayra.hough@tamucc.edu Phone 361-825-3882

Signature  Date 11-12-18

Grant Writer Name Dr. Faye Bruun Signature  Date 11-12-18

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # 701-18-106 SAS # 277-19

2019-2021 Grown Your Own Grant Program, Cycle 2

Page 1 of 10

701-18-106-059

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
West Oso ISD (WOISD) has a need for teachers that reflect their student demographics: 87.8% Hispanic, 9.4% African American, 2.2% White (Source: TEA)	The ethnicity of the students in the COEHD at TAMUCC will help WOISD increase the diversity of their teacher demographics to mirror their student demographics. Teacher candidates' demographics in 2018-2019 are 49.0% Hispanic, 3.1% African American, 44.8% White. (Source: TAMU-CC)
WOISD has a need in critical areas of Bilingual, Mathematics, Science and Spanish. 6% of their students are in the Bilingual program and 0.9% of teaching staff is Bilingual certified.(Source: TEA)	Clinical Teachers' certifications in 2018-2019 are: 6 Bilingual (EC-6), 12 Mathematics (4-8), 5 Mathematics (7-12), 8 Life Science (7-12), 2 Physical Science (6-12), 1 Science (6-8), 1 LOTE Spanish (EC-12). These needs will be considered in the selection of the 10 teacher candidates. (Source: TAMU-CC)
2017-2018, 25 out of 41 (61%) of the total certified teachers at WOISD were new to the district. The turnover rate in WOISD is 17.1%. Six (24%) of the 25 new hires at WOHS are teaching on prov or emeg cert.	The grant will help address WOISD with this need by supporting 10 clinical teachers from TAMUCC with a stipend and 28 weeks of practice to be successful classroom teachers with University supervision. All ten graduates will teach for three years at WOISD once they complete their certification program.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Texas A&M Corpus Christi will support 10 clinical teachers to complete their bachelor's degree and receive their initial teaching certification by the end of the 2019-2020 school year under University supervision. All ten graduates will teach for three years at West Oso ISD once they complete their certification program.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

1. After completion of the recruitment of application process, 10 clinical teachers, will be placed at West Oso ISD for the fall semester.
2. The ten clinical teachers will sign the MOU by the end of April 2019.
3. Clinical Teachers will be chosen on the basis of their certification: Bilingual (EC-6), Mathematics (4-8), Mathematics (7-12), Life Science (7-12), Physical Science (6-12), Science (6-8), LOTE Spanish (EC-12) and their desire to teach at West Oso ISD.
4. The ethnicity of the Clinical Teachers will reflect the minority makeup of the school district: 87.8% Hispanic, 9.4% African American, 2.2% White.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

1. The ten Clinical Teacher will have received mid-term grades of at least a B.
2. They will receive Proficient on at least one of the first three observations. Rubric in Pathway 3 attachment. They will receive feedback sessions from their Field Supervisor.
3. They will have attended two of the three professional development days with their West Oso ISD cooperating teacher to build relationships between clinical teachers, West Oso ISD, and TAMUCC faculty.

**Third-Quarter Benchmark**

1. The ten clinical teachers will have completed 6 hours of university coursework with a 3.0 GPA.
2. These clinical teachers will pass their content exam and PPR exam, fulfill all testing requirements for student teaching (TSI or SAT scores) and continue their clinical experience.
3. They will receive Proficient on four out of the six total observations with feedback sessions from their Field Supervisor.
4. They will have attended another one of the three professional development days with West Oso ISD cooperating teacher and Field Supervisor to build relationships between clinical teachers West Oso ISD, and TAMUCC faculty.
5. TEA survey will be completed by West Oso ISD and TAMUCC faculty.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Program evaluation sources will include:

- \* university transcripts for GPA and data on credits earned by clinical teachers
- \* certification examination results
- \* six observations each semester by Field supervisors, provide feedback to participants
- \* observations by West Oso cooperating teachers, administrators and results shared with clinical teachers

If the evaluation data shows that there are clinical teachers struggling in their university coursework or in passing their certification exams, the program administrator will serve as a liaison to connect the participant with intervention resources at the Texas A&M Corpus Christi. Depending on the need, there may be individual tutoring or a small group workshop offered to support participants in passing these exam.

Our EPP has developed and implemented a strategic Pre-Assessment Plan to help better prepare the Clinical Teachers for success with the PPR and Content Exams. It has yielded great results with over 95% of our students passing by the second attempt.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY THREE:** Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.**

**Pathway III Teacher Recruitment and Selection Process**

- I. Information E-mail will be sent to EDUC 3311 School and Society course (1st course upon acceptance into the EPP) and before clinical semester begins.)
- II. EDUC 3311 students will be invited to attend a Grant Information Meeting where the following will be shared:
  - a. Grant description
  - b. Specific requirements of the grant
  - c. Specific and desired requirements of the participants (i.e. long-term commitment desire to teach in district, mirrored teacher/student pop)
  - d. Application and student questionnaire for selection will be distributed addressing:
    - i. Teaching in Hard-to-staff areas, Bilingual education, Mathematics, Science and Spanish
    - ii. Mirrored teacher/student populations (Hispanic and African American)
    - iii. Desire and commitment to teach long-term in the district, West Oso ISD
    - iv. Applications will be due three weeks from the date of meeting
- III. Applications will be reviewed and scored using an initial qualifications matrices and rubric
- IV. Top 15 highest scores will be asked to come in for a face-to-face interview
- V. Selection Committee will consist of:
  - a. Grant PI and Co-PI's
  - b. Two LEA faculty from West Oso ISD
  - c. Two Clinical Teaching Professors
- VI. Applicants will be ranked in order from 1-12
- VII. Top 10 applicants will be contacted with an invitation to participate and a MOU will be signed
- VIII. Two applicants will be kept on file as alternatives

**MEMORANDUM OF UNDERSTANDING**

Grow Your Own Grant Program between Texas A&M Corpus Christi and \_\_\_\_\_ (Texas A&M Corpus Christi student).

This Agreement is in support of the Texas Education Agency Grow Your Own Grant (GYOG) between Texas A&M Corpus Christi and the student teacher candidate, \_\_\_\_\_, taking part in the GYOG Pathway 3 Program.

Both Texas A&M and the teacher candidate, \_\_\_\_\_, agree to the following relationship that will support and allow for the transition of teacher candidates to full time teaching roles at West Oso ISD.

Texas A&M Corpus Christi (TAMUCC) Responsibilities:

1. TAMUCC will award the teacher candidate \$15,000 in funding to pursue their bachelor's degree and teacher certification at West Oso ISD.
2. WOISD agrees to hire the candidate for a full-time teaching position for the immediate school year following the completion of teacher certification.
3. If WOISD is unable to offer a full-time position for the candidate upon completion of teacher certification through the GYOG Program, the candidate is released from any financial responsibility to repay the Texas A&M Corpus Christi.

TAMUCC Teacher Candidate, \_\_\_\_\_, Responsibilities:

1. Candidate must currently be enrolled in Field Placement in fall 2019.
2. Candidate must be able to complete 28 weeks of teacher candidate placement with University Supervision.
3. Upon completion of Teacher certification, the candidate commits to remain in WOISD and teach for no less than 3 years in a full-time teaching role.

The LOA will be effective upon signature by both parties and will be in effect through the 2019-2020 school year.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**☐ Check this box if you are applying for Pathway 1Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit  X \$11,000 = Number of teachers who are teaching Education and Training courses, but not for dual credit  X \$5,500 = Number of high schools with existing Education and Training courses in 2018-2019  X \$6,000 = Number of high schools without existing Education and Training courses in 2018-2019  X \$9,000 = **Total Request for Pathway 1** **PATHWAY TWO**☐ Check this box if you are applying for Pathway 2 **WITH** Pathway 1Number of candidates pursuing a teacher certification only  X \$5,500 = Number of candidates pursuing both a bachelor's degree and a teacher certification  X \$11,000 = Request for Pathway 2 Request for Pathway 1 **Total Combined Request for Pathways 1 & 2** **PATHWAY THREE**☒ Check this box if you are applying for Pathway 3Number of candidates participating in a year-long clinical teaching assignment  X \$22,000 = Number of candidates participating in an intensive pre-training service program  X \$5,500 = **Total Request for Pathway 3**

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Dr. Carmen Tejeda-Delgado, School & University Partnerships Field Experiences Co-Director	4,200
Dr. Faye Bruun, Associate Prof. TAMUCC, Program Manager for reporting and compliance	3,733
Dr. Robin Johnson, Assistant Prof., TAMUCC, Coordinator of School-University Partnerships	3,561
Benefits	3,053

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Three University Field supervisors x \$5,000 at West Oso ISD at three clinical sites	15,000

**SUPPLIES AND MATERIALS (6300)**

Supplies and materials for clinical sites at 3 West Oso ISD schools	6,411
Supplies for 10 West Oso classrooms x \$1,602.20	16,022

**OTHER OPERATING COSTS (6400)**

Stipends for clinical teachers 10 x \$15,000	150,000
Certification testing 10 Clinical Teachers x \$137 per exam x 4 exams	5,480
Release day for 10 cooperating teachers @ \$85/day three times per semester (substitutes)	5,100
Books for 10 clinical teachers x \$200	2,000

Total Direct Costs 

Should match amount of Total Request from page 8 of this application

**Indirect Costs****TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant  
Pathway 3 Grow Your Own Program Attachment**

**Pathway 3: Teacher Candidate Year-Long Clinical Teaching Assignment**

**Program Participants:** Applicant must specify the number of teacher candidates who will participate in the program and receive the stipend.

10

**Type of Program:** Applicant must specify the type of EPP funding requested—year-long clinical teaching assignments or intensive preservice training with a clinical component.

Year long clinical teaching

**Question 1: EPP Quality.** Applicant must describe the frequency and quality of support that the EPP program provides to teacher candidates.

- ☐ The description must include historical data on the success of the EPP, such as certification exam passing rates, finishing rates, and/or placement rates, broken down by candidate demographics.
- ☐ The description must include EPP program structures, including curriculum, supervision and feedback frequency and structures, and field supervisor to teacher candidate ratio.

The Teacher Education Program is housed within the College of Education and Human Development and offers initial teacher certification leading to a Bachelor of Science. The Texas Education Agency (TEA) requires two comprehensive examinations for initial certification. The Texas Examinations of Educator Standards referred to as TExES (ETS, 2014) has two parts: A Core Subjects examination and a Pedagogy and Professional Responsibilities examination (PPR). Historically the program has had a 98%+/- pass rate on the state certification exams and 97% of its students obtain teaching jobs within six months of graduation largely due to the program's regional, state and national recognitions for producing quality teachers.

The following tables include historical data on the success of the TAMUCC EPP including annual performance reports and Certification Rates, broken down by candidate demographics:

**TAMU-CC EPP Annual Performance Report**

Demographic Group	Applied Completion Year			Admitted Completion Year			Retained Completion Year			Completed* Completion Year		
	2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016
All	270	188	173	263	164	171	302	228	203	182	194	215
Female	217	155	141	214	141	138	245	189	170	147	163	177
Male	53	33	32	49	23	33	57	39	33	35	31	38
African American	7	4	5	7	4	8	6	4	9	5	6	5
Hispanic	129	96	86	127	80	89	139	130	105	86	94	104
Other	10	16	13	6	11	12	5	7	8	3	7	7
White	124	72	69	123	69	62	152	87	81	88	87	99

\*Completed only implies they have completed the program not fully tested or been certified.



### TAMU-CC Certification Rates\*

Completion Year	Total Teacher Education Graduated	Total Graduates Certified	Certification Rate
2018	173	165	95.4%
2017	153	140	91.5%
2016	213	205	96.2%

\*There is not a demographics report available for this group.

### TAMU-CC EPP Overview

Texas A&M Corpus Christi's ranking in the 2016 edition of Best Colleges National Universities, Tier 2 was in the top 10. Our Elementary Educator Preparation Program (EPP) was ranked 14<sup>th</sup> in the nation by U.S. News and NCTQ- World Report (2014). The Educator Preparation Program was also one of three finalists for the Christa McAuliffe Outstanding Educator Preparation Program in 2010. The program was recognized by the Center for Teaching Excellence for its school-university partnerships in 2012.

The practices of the program spans across the two semesters and multiple courses; the program goal is to provide an integrated approach that allows the Clinical Teachers and Cooperating Teachers (CTs) to build upon their clinical experiences across their courses. For example, during their clinical experience I, the Clinical Teachers are enrolled in a one-credit technology course that focuses on ways to integrate technology into their lessons. This application is not isolated, instead it is woven throughout the lesson plans that the Clinical Teachers develop and deliver during their clinical experiences. Likewise, in their Classroom Management class (*Creating a Positive Learning Environment*), the Clinical Teachers develop a Classroom Management Philosophy, which is part of the final portfolio in the seminar portion of their Clinical Experience I course. This deliberate integration across courses is designed to form a seamless program delivery for the Clinical Teachers as well as the Cooperating Teachers that capitalizes on the classroom experiences while allowing for the interconnectedness of teaching to be evident. Based on this integrated approach, Teacher Candidates are engaged in learning experiences that are drawn across the entire program as a cohesive unit.

In preparation for the clinical semesters, undergraduates must complete a minimum of 100 semester hours of coursework, of which the last 30 hours must meet a 2.75 grade point average. The upper-level coursework necessary for admission to the teacher education program includes three courses in English and one in public speaking, as well as specific content courses in elementary reading and bilingual studies, mathematics, kinesiology, and special education. Students are also required to complete a foundations course, EDUC 3311: School and Society, prior to being accepted into the educator preparation program. Once accepted into the EPP, Clinical Teachers are enrolled in a two-semester Clinical Experience.

The Clinical Experience year is the last screening process in the Educator Preparation Program at Texas A&M University-Corpus Christi. It offers an individual another opportunity to make the transition from life as a college student to a future role as a certified teacher. Under the supervision of an experienced certified teacher and a Field Supervisor, the Clinical Teacher can develop effective teaching skills. Through open discussion, reflection, constructive criticism, and suggestions, the clinical teacher can recognize areas for personal growth in his/her teaching performance.

## **EPP Program Structures**

### **Clinical Experience I**

The TAMU-CC Educator Preparation Program is committed to the notion of simultaneous renewal evidenced by its four-fold mission:

1. To prepare future teachers in a Clinical Experience based program where they can benefit from the expertise of Clinical Teachers and direct observation of and work with students;
2. To facilitate the professional development of practitioners using formal and informal strategies;
3. To conduct inquiry, jointly with the school community; and
4. To assist with the renewal of curriculum and instruction.

The simultaneous renewal premise of the program is very much in concert with the new State standards for certification adopted by the State Board for Educator Certification (SBEC) in 2000. Thus, all the curricular, instructional, and assessment components of the program reflect Texas' vision for the preparation of teachers.

The Cooperating Teachers and the Field Supervisors work together to help Clinical Teachers develop culturally responsive lesson plans and engage in culturally responsive pedagogical practices. Having our Field Supervisors on the school campus provides them with the opportunities to formally and informally observe the Clinical Teachers in the most natural learning environment.

Clinical Teachers are strategically placed with a certified Cooperating Teacher whose role is to mentor, collaborate and contribute to the Clinical Teachers professional growth throughout the semester and beyond. Each Cooperating Teacher is carefully selected from partnership selection committees designed to help ensure optimal and reciprocal learning takes place throughout the clinical semesters.

The Cooperating Teacher is perhaps the most influential person in the Clinical Teacher's public-school experience. He/She must make every effort to be an acceptable role model for the Clinical Teacher and provide the best opportunity possible for his/her growth into an effective educator. The Cooperating Teacher should have a Master's Degree and at least 5 years of teaching experience, or 3 years and the positive written recommendation of the school administrator. The Cooperating Teacher must attend training provided by the University Continuing Education earning credit for participating in the training. The Cooperating Teacher should be open and honest in grading the Clinical Teacher, and communicate areas of concern immediately to the Field Supervisor or to the Office of Field Experience Director.

### **Curriculum**

Within the Clinical Experience semester, the Clinical Teachers work closely with both their Cooperating Teacher (CT) and their Field Supervisor (FS) to learn to plan, to facilitate a teaching and learning climate of rich discussion and inquiry on the part of the students, to teach in an increasingly responsible way, and to constantly reflect upon and decompose the entire process. Clinical Experience I employs the State Board for Educator Certification State Standards for Teachers (19 TAC, Chapter 149) and the TExES PPR Domains 1-4 and competencies as the framework for the curriculum. The curriculum also integrates Educator Technology Standards 1, 2, 3 & five.

Clinical Teachers spend a portion of the Clinical Experience learning pedagogy from TAMU-CC faculty including curriculum development/organization, instructional delivery, assessment, and a variety of topics essential to providing a successful learning experience for students. For example, during their Clinical

Experience I, the Clinical Teachers are enrolled in a one-credit technology course that focuses on ways to integrate technology into their lessons. This application is not isolated, instead it is woven throughout the lesson plans that the Clinical Teachers develop and deliver during their Clinical Experience. Likewise, in their Classroom Management class (*Creating a Positive Learning Environment*), the Clinical Teachers develop a Classroom Management Philosophy, which is part of the final portfolio in the seminar portion of their Clinical Experience I. Clinical Teachers are encouraged to be as visible as possible and to attend as many meetings and activities that afford them a variety of opportunities to experience the school community. As Clinical Teachers move through the two stages of the program, they gradually assume teaching responsibilities utilizing the co-teaching model between Clinical Teachers and Cooperating Teachers (CTs). Steps to assuming teaching responsibilities may include:

1. The Clinical Teachers observes a teacher who is teaching a type of lesson, which the Clinical Teachers will later co-teach.
2. The Clinical Teachers and CT co-teach previously observed lessons or similar lessons, using plans prepared by the CT.
3. The Clinical Teachers and CT co-teach lessons, using plans prepared in university classes.
4. The Clinical Teachers and CT co-teach lessons, using plans the teacher and the Clinical teacher have collaboratively developed.
5. The Clinical Teachers and CT co-teach lessons, using plans the Clinical Teacher has developed.
6. The Clinical Teachers plans and teaches along with coaching and other support as needed from the CT.

Prior to the start of the Clinical Experience I, Clinical Teachers participate in a “Fall Experience” designed to expose them to campus preparation activities, which take place prior to the first day of public school, as well as help lay a strong foundation for the remainder of the semester. The Clinical Teachers then submit a reflection to the Office of Field Experience describing their individual encounters and how they may contribute to their own learning, preparation as well as inform their future teaching. Students are concurrently enrolled in Classroom Management (*Creating a Positive Learning Environment*) during Clinical Experience I. This course provides them with a deeper understanding on creating and maintaining a positive learning environment and successfully meeting the needs of an ever-growing diverse and global student population.

Although it is recommended that Clinical Teachers take and pass their Core Subjects TExES upon being accepted into the EPP and prior to entering the clinical semesters, it is not required. However, Clinical Teachers are required to take and pass this examination to enter Clinical Experience II.

Our EPP has developed and implemented a strategic *Pre-Assessment Plan* to help better prepare the Clinical Teachers for success with the PPR and Content Exams. It has yielded great results with over 95% of our students passing by the second attempt.

Co-teaching is a significant feature of the program. Not only does this benefit Clinical Teachers, CTs, and university professors, but more importantly it benefits students in the PK-12 classrooms. Unlike traditional teacher education programs where PK-12 students are taught by a novice student teacher who takes over the classroom for a period of six to nine weeks, co-teaching in partner schools precludes any potential negative effect that can reoccur semester after semester, year after year. Co-teaching allows the experienced CT to remain in the classroom, providing a continued positive impact on students' learning while adding another adult resource (the Clinical Teachers) to the classroom. This results in a lowered pupil-teacher ratio enabling students to receive more learning support.

## **Supervision and Feedback Frequency and Structures**

The clinical experience consists of 12 lessons total (6 in Clinical Experience I & 6 in Clinical Experience II) for a total of minimum of 28 weeks of clinical teaching. The Clinical Teachers prepare each lesson in collaboration with both the Cooperating Teacher as well as the Field Supervisor employing a pre-lesson and post-lesson conference coaching method. For most of the students, this is the first time they have shifted from being a student in a classroom to being the teacher.

To set a strong foundation of reflective practice, the first lesson, which occurs approximately four weeks into Clinical Experience I, is video recorded. Clinical Teachers complete a reflection form after their lesson is taught and before their coaching session with their Field Supervisor. Candidates are required to print the completed reflection form and bring it to the coaching session. The coaching instrument allows for an in depth pre and post discussion to take place, which inform the lesson before it is taught as provide goal specific feedback for the subsequent lesson(s).

The remainder of the eleven lessons are developed and planned in collaboration with the Cooperating Teacher and Field Supervisor. First, the Clinical Teachers complete the *Clinical Teacher Lesson Reflection Form* identifying the variables associated with lesson summary, student learning and Clinical Teacher learning. Employing a pre-lesson and post-lesson coaching method and instrument, Clinical Teachers schedule pre-lesson and post-lesson coaching sessions with their Field Supervisor (FS). During the pre-lesson coaching session, the Clinical Teachers and FS collaborate to complete the "pre-lesson" section of the instrument. After the lesson is taught, the "post-lesson" section is completed by the Clinical Teachers and brought to the post conference coaching session.

The reflective experience provides the learner with varied, authentic experiences for learning, which creates knowledge that is refined through individual coaching sessions. The focus of the coaching session is centered around three primary goals: decompose the lesson by guiding the Clinical Teacher to identify promising pedagogical practices, to identify areas of greatest potential for growth and to promote improvement through goal specific feedback from the Field Supervisor. Through situating this learning engagement as one that is about the Clinical Teacher's practice, rather than the Clinical Teacher, some of the lesson, personalized knowledge is created. The decomposition of the lesson, which requires the Clinical Teachers to view and analyze their approximation of practice, allows each teacher candidate to utilize the knowledge gleaned from both the lesson taught and coaching session to inform the subsequent lessons.

Coaching sessions are another example of how we support learning about teaching. The coaching sessions are first between the CT and Clinical Teachers, then between the Field Supervisor and the Clinical Teachers. These sessions have the capacity to get relatively intense and have a revelation aspect to them that often results in helping to build a strong bond between the Clinical Teacher, the Cooperating Teacher, and the Field Supervisor.

### **Field Supervisor/Clinical Teacher Ratio: 5:1**

The GYOG will pay for release days for the 10 Clinical Teachers, their Cooperating Teacher, and Field Supervisor to meet three times a semester to discuss objectives of the grant program.

Texas A&M Corpus Christi provides Clinical Teachers with in-person and on-site coaching and evaluation, with at least six on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.

### **Clinical Experience II**

To complete the requirements for a teaching certificate, the Clinical teacher remains at West Oso ISD for a minimum of 14 weeks for Clinical Experience II. The Clinical Teacher will gradually assume more teaching

responsibilities during the following fourteen weeks. The Clinical Teacher is to remain in his/her setting for the entire semester (14 weeks) unless West Oso ISD requests a split assignment for experience purposes. Clinical Teachers who are seeking all level certification will do their Clinical Experience I at one grade level (EC-6, 4-8, or 7-12), and then be moved to another level during Clinical Experience II.

There are several divisions within the organization of the semester of clinical teaching. The Clinical Teacher has specific responsibilities to assume in each of these. Acceptable performance of these tasks will further the development of a student as an effective teacher.

Both effort and achievement are indicated clearly in the evaluation of a Cooperating Teacher using the indicators of the T-TESS system. Just as in evaluating children's work in the classroom, both effort and achievement are appraised. Part of the "trying hard" is one's enthusiasm for and enjoyment of teaching. Efforts to improve must be evident. Success requires that the Clinical Teacher make a transition mentally from an attitude and behavior that is considered acceptable in a university classroom to behavior expected in a real-world profession. The mental disposition of one who is a NOVICE, not an equal, will result in appropriate behavior on the part of the Clinical Teacher. The Clinical Teacher who thinks of himself as an apprentice will seize every opportunity to draw positive lessons from his/her experiences and ultimately will earn the acceptance and respect of the school's professional staff.

The Field Supervisor from the university serves as a liaison between Clinical Teacher, Cooperating Teacher, building principal, and the Director of Field Experience to provide the Clinical Teacher with the very best teaching experience. The Field Supervisor should have a Master's Degree and at least ten years of teaching experience, and experience in a leadership role on a campus, have a valid Texas Teaching Certificate or one from another state and the T-TESS Observation Training as specified by the Texas Education Agency.

The Field Supervisor duties are as follows: 1. Establish and maintain rapport with building principal and Cooperating Teacher. 2. Complete a minimum of six (6) observations of the clinical teacher in a single assignment in the classroom. Four of the observations will count toward the final grade. Those who have Clinical Teachers with split assignments will complete three (3) observations for each assignment of the clinical teacher. 1. Two observations will count for each assignment toward the final grade. 2. Conduct a pre-conference with the Clinical teacher reviewing what your expectations are for the evaluation/observation. 3. Evaluate the clinical teacher's performance using the "Observation/ Evaluation Record" which is based on the T-TESS system indicators. 4. Conduct a post conference with the Clinical Teacher immediately following each observation, if possible, and offer constructive criticism and suggestions for improvement. 5. Confer with the Cooperating Teacher regarding the Clinical Teacher's progress and any concerns that may arise. 6. Evaluate lesson plans and review the Clinical Teacher's portfolio notebook using the portfolio rubric. 7. Apprise the Director of Field Experience on the Clinical Teacher's progress. 8. Submit final grade sheets to the Director of Field Experience and online.

## **Curriculum**

During the first three to five (3-5) days after arrival at the school, it is recommended that the Clinical Teacher be allowed primarily to observe the assigned Cooperating Teacher and become familiar with his/her schedule, teaching styles, classroom management, and students. Although this is the preferred course of action, it represents a guideline. Clinical Teachers are also required to make ten (10) observations of other teachers in the school. It is suggested that five (5) of these observations be made during the first two weeks and the remaining five be distributed throughout the semester. Clinical Teachers with a split assignment usually observe the first (1) week of each assignment and will complete five (5) observations in each assignment. The

Cooperating Teacher should assist whenever possible in making the arrangements for observations of other teachers. Each observation is to be summarized in writing as stated in the portfolio grading policy.

Clinical Teachers are concurrently enrolled in the *Special Populations* course designed to prepare them for the diverse population they will be working with and the tools they need to help them be successful. This course provides them with a deeper understanding on creating and maintaining a positive learning environment and successfully meeting the needs of an ever-growing diverse and global student population.

The normal teaching load for Clinical Teachers depends upon such factors as: student capabilities, size of classes, number of preparations, etc. Usually the Clinical Teacher begins with a single class on the secondary level or subject on the elementary level. Teaching responsibilities are gradually added until a full work load for a minimum period of six weeks can be assumed. For those with split assignments, this will be a minimum of three weeks in each assignment. Even though the Clinical Teacher assumes teaching responsibilities throughout the semester, the final authority for the class remains with the Cooperating Teacher. The Clinical Teacher should always keep the Cooperating Teacher informed as to the lessons being taught and the methods being used. Prior to each lesson taught by the clinical teacher, the Cooperating Teacher should review and approve the lesson plan and make the necessary modifications at least the day before the lesson is to be taught.

The Clinical Teacher should assume teaching responsibilities in the classroom on a gradual basis. On the secondary level, he/she may begin with one class and periodically add others. At the elementary level, it can be one subject area at a time. These responsibilities should slowly increase until a full load can be assumed for *no less than six weeks*. For those with split assignments, this will be a minimum of six weeks in each assignment. A capable Clinical Teacher, however, may participate fully with classroom activities for a considerably longer period. Throughout the semester, the Clinical Teacher should be given time alone in the classroom as deemed appropriate by the Cooperating Teacher and the Field Supervisor. Clinical Teachers should NOT be left alone with the students regularly.

Educators cooperating with Texas A&M University-Corpus Christi in the Clinical Teaching program will be guided by the following university policies:

- a. A Clinical Teacher has no legal authority as a certified teacher, either in or out of the classroom.
- b. A Clinical Teacher may not be used as a legal substitute for a certified teacher except in an emergency as specified in the school district's administration regulations and procedures.
- c. A Clinical Teacher alone may not assume the legal responsibility for activities (such as field trips, debate contests, etc.) that occur away from the cooperating school, although attendance and assistance in supervising these functions may be required.

### **Supervision and Feedback Frequency and Structures**

The Cooperating Teacher is asked to complete six (6) *Progress Reports* throughout the semester. For a student who has only one assignment, the first progress report will not count towards their grade. Those who have Clinical Teachers with split assignments will complete three (3) Progress Reports for each assignment of the Clinical Teacher. The first report will not be counted, but it must be completed during the first three weeks. A recommended schedule for performing these appraisals will be provided by the student and/or Field Supervisor. Since these reports account for a portion of the final grade, it is necessary that they be completed in a timely manner. The Clinical Teacher will furnish the Cooperating Teacher with these forms.

The Cooperating Teacher should schedule a weekly conference with the Clinical Teacher. There should also be a pre-conference preceding each formal progress report/evaluation, and a post conference following a progress report/evaluation. This should be in addition to the short, informal discussions that occur during the

normal school day. The Cooperating Teacher should offer suggestions and constructive criticism in a positive manner explaining their Progress Report rating and areas needing improvement. The Clinical Teacher depends on his/her Cooperating Teacher to identify clearly what their expectations are for effective teaching. The Cooperating Teacher should notify the Field Supervisor of any areas of concern immediately.

**Field Supervisor/Clinical Teacher Ratio: 5:1**

**The GYOG will pay for release days for the 10 Clinical Teachers, their Cooperating Teacher, and Field Supervisor to meet three times a semester to discuss objectives of the grant program.**

**Texas A&M Corpus Christi provides Clinical Teachers with in-person and on-site coaching and evaluation, with at least six on-site observation and feedback cycles per semester, at least two of which include the observation of a full lesson.**

**Question 2: EPP and LEA Partnership.** Applicant must describe the plan for the partnership between the EPP and LEA(s).

- ☐ The plan should articulate shared governance including field supervision, site coordination, data sharing, and onboarding and training for supervisors, advisors, and mentor teachers.
- ☐ All applicants applying for Pathway 3 funds must submit with their application signed letters of commitment or MOUs from partner LEAs for the placement of teacher candidates.

## **Shared Governance: Field Supervision, Site Coordination and EPP faculty and staff PD**

Feedback and The TAMU-CC Educator Preparation Program is committed to the notion of simultaneous renewal evidenced by its four-fold mission:

1. To prepare future teachers in a clinical experience program where they can benefit from the expertise of Cooperating Teachers and direct observation of and work with students;
2. To facilitate the professional development of practitioners using formal and informal strategies;
3. To conduct inquiry, jointly with the school community; and
4. To assist with the renewal of curriculum and instruction.

The simultaneous renewal premise of the program is very much in concert with the new State standards for certification adopted by the State Board for Educator Certification (SBEC) in 2000. Thus, all the curricular, instructional, and assessment components of the program reflect Texas' vision for the preparation of teachers.

Each partnership campus is assigned one Field Supervisor who is housed at the district campus in a designated clinical experience classroom. Field Supervisors must be tenured or tenure-track university faculty. From this setting, the Field Supervisor can conduct seminars, workshops, lessons and all pre-lesson and post-lesson coaching sessions. Together and in collaboration with partnership districts and campuses, the Cooperating Teachers are selected and assigned a Clinical Teacher. The Field Supervisors work together to help Clinical Teachers develop culturally responsive lesson plans and engage in culturally responsive pedagogical practices. Having our Field Supervisors on the school campus provides them with the opportunities to formally and informally observe the Clinical Teachers in the most natural learning environment.

For the Clinical Experience I and II, the EPP faculty and partnership faculty and administrators work together to place to ensure that Clinical Teachers and Cooperating Teachers are strategically placed with a certified Cooperating Teacher whose role is to mentor, collaborate and contribute to the Clinical Teacher's professional growth throughout the semester and beyond. The Cooperating Teachers (CTs) are selected from one of the partnership campuses. Each CT is carefully selected from partnership selection committees designed to help ensure optimal and reciprocal learning takes place throughout the clinical semesters.

To complete the requirements for a teaching certificate, the Clinical Teacher remains at West Oso ISD for a minimum of 14 weeks for Clinical Experience II. In collaboration and coordination with the partnership campuses, the Clinical Teacher is assigned to a campus and Cooperating Teacher. The Cooperating Teacher must complete 6 evaluations of the Clinical Teacher, and the Field Supervisor must also complete 6 evaluation during the Clinical Experience. The evaluations are shared among Clinical Teacher, Cooperating Teacher and Field Supervisor as a way of developing a continuous growth plan for pedagogical practices, content competence and assessment purposes. This process allows for a 360 view of the Clinical Teacher's on-going progress, and enables the Clinical Teacher, Cooperating Teacher, Field Supervisor and campus principal to provide goal specific feedback to help inform subsequent lesson(s).

All EPP faculty receive initial orientation training as well as on-going training throughout each semester. The initial training is designed to orient the EPP faculty (i.e. CT, & Field Supervisor) of the expectations, roles and responsibilities they have each agreed to assume. The department of Curriculum, Instruction and Learning Sciences (CILS) hosts a *School and University Partnership Conference for Education* (SUPCE) every year for all EPP faculty. SUPCE serves as a venue for the professional development of in-service and pre-service teachers as required by The Texas Education Agency. The concurrent sessions seek to provide participants with cutting edge educational research-based strategies grounded in theory and practice and issues dealing with social change and social justice as they pertain to the educational landscape. Participants



will also explore current issues in education such as the growing rate of diverse populations, high stakes testing, literacy, and how to implement classroom instruction to meet the needs of diverse learners, especially in the area of English Language Learners.

Finally, the Clinical Teacher will gradually assume more teaching responsibilities during the following fourteen weeks. The clinical teacher is to remain in his/her setting for the entire semester (14 weeks) unless a district requests a split assignment for experience purposes. Clinical Teachers who are seeking all level certification will do their Clinical Experience I at one grade level (EC-6, 4-8, or 7-12), and then be moved to another level during Clinical Experience II.

There are several divisions within the organization of the semester of clinical experience. The Clinical Teacher has specific responsibilities to assume in each of these. Acceptable performance of these tasks will further the development of a student as an effective teacher. Both effort and achievement are indicated clearly in the evaluation of a Cooperating Teacher using the indicators of the T-TESS system. The following rubric will be used: Accomplished (4), Proficient (3.5), Developing (2), Improvement Needed (1), and Unsatisfactory (0).

**Partner LEA(s)**

Applicants must complete the fields below, stating each partner LEA in which candidates will be placed.

Partner LEA	County-District Number
West Oso ISD	178-915

## MEMORANDUM OF UNDERSTANDING

**Grow Your Own Grant Program**  
between  
**Texas A&M Corpus Christi**  
and  
**West Oso Independent School District**

This Agreement is in support of the Texas Education Agency Grow Your Own Grant (GYOG) between Texas A&M Corpus Christi (TAMUCC), and West Oso Independent School District taking part in the GYOG Pathway 3 Program.

Both the TAMUCC and West Oso ISD agree to the following relationship that will support and allow for the transition of teacher candidates to full time teaching roles at West Oso ISD.


**Texas A&M Corpus Christi Responsibilities:**

1. Texas A&M Corpus Christi will award the teacher candidate \$15,000 in funding to pursue their bachelor's degree and teacher certification through the TEA Grow Your Own Grant.
2. Texas A&M Corpus Christi will assist the teacher candidate in 28 weeks of teacher candidate placement with University Supervision.


**West Oso ISD Responsibilities:**

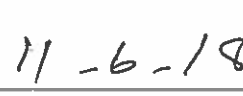
1. The District agrees to hire the candidate for a full-time teaching position for the immediate school year following the completion of teacher certification.
2. If the District is unable to offer a full-time position for the candidate upon completion of teacher certification through the GYOG Program, the candidate is released from any financial responsibility to repay TAMUCC.
3. Upon completion of teacher certification, the candidate commits to remain in West Oso ISD and teach for no less than three (3) years in a full-time teaching role.

This Letter of Agreement will be effective upon signature by both parties and will be in effect through the 2019-2020 school year. The parties will review it on a yearly basis to determine and measure the success of our combined efforts.

  
\_\_\_\_\_  
TAMUCC College of Education and Human Development  
Dean

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
West Oso Independent School District  
Superintendent

  
\_\_\_\_\_  
Date



## WEST OSO INDEPENDENT SCHOOL DISTRICT

5050 Rockford Drive  
Corpus Christi, Texas 78416

October 29, 2018

Dear Dr. Carmen Tejeda-Delgado,

As president of the West Oso ISD Board of Trustees, I am pleased to write this letter in support of the Grow Your Own Grant application submitted by Texas A&M University Corpus Christi (TAMUCC). The West Oso ISD community values the relationship we have been able to build with the university staff and having hosted pre-service candidates at John F. Kennedy Elementary School, we have been able to hire high quality Pre K-2 teachers who are committed to teaching at our school district.

We believe this dynamic partnership would be further strengthened by the Grow Your Own Grant. Through this grant, we would be able to host teacher candidates for the twenty-eight week placements at all four of our campuses. This internship experience will help these candidates gain knowledge of strategies, tools for working with learners and develop the intellectual capital to be seen as future leaders in their assigned schools and in our district.

The West Oso Board of Trustees recognizes the need to hire and retain high quality teachers in critical areas such as Math, Science, Spanish and Bilingual education. The field supervisor from TAMUCC as well as the cooperating teachers from our district will work together in supporting these teacher candidates. We understand that as the LEA in this grant, we would be committing to hire the teacher candidates for permanent teaching positions in our district. These teachers would then be committing to teach for at least three years in our school district.

Through the Grow Your Own Grant, we can demonstrate the commitment of district personnel to developing and supporting high quality programs and internships. We strongly believe that the results will be continuous improvement in the academic achievement of our students. We value this partnership and look forward to helping facilitate cultures of learning among our teachers and administrators and support this grant proposal without reservation.

Sincerely,

Juan Canales  
President  
West Oso ISD Board of Trustees

*Personalization. Collaboration. Trust.  
Every Student. Every Hour. Every Day.*